

3 <sup>rd</sup> grade: Aligned with Literacy Lesson 1 Week 1 (Part One of Two Parts)			
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources	
What makes a community? Why do we have rules in our homes, community, and schools? What does a social studies classroom look like?		Weekly Correlated Lessons <a href="#">Classroom Constitution</a> <a href="#">Launch Word Wall</a> <a href="#">Launch Learning Logs</a>  SS Text pgs. 14-19 What is a Community? SS Text pg. 18 Two-Column chart SS Text pgs. 252-253 Being a Good Citizen  Where in the World is Little Rock Lesson---Can be used throughout the nine weeks as students study about communities.	
Social Studies Focus :	Literacy Focus:		
What does a social studies classroom look like? Setting up a climate for learning.	Skill: Story structure  Strategy: Summarize  Genre: Humorous Fiction Informational Text		
Writing:	Vocabulary :		
With a partner, identify three reasons rules are important. Explain each in a sentence. Write two to three sentences about what it would be like to play your favorite game without rules.	community      government cooperate      responsibility law      rule		
ASSESSMENT:			
<a href="#">Classroom Constitution</a>			
STANDARDS			
SLEs: C.4.3.1: Discuss why government is necessary at the local level C.4.3.2: Describe responsibilities and services of local government C.5.3.2: Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)  Common Core:  Reading Standards for Literature CC3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.			

**CC3RL4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**CC3RL5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CC3RL6** Distinguish their own point of view from that of the narrator or those of the characters

#### **Reading Standards for Informational Text**

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

#### **Speaking and Listening Standards**

**CC3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**CC3SL1b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CC3SL1c** Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

**CC3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

**CC3SL4a.** Read on-level text with purpose and understanding.

**CC3SL6** Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

#### **Writing Standards**

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

3 <sup>rd</sup> grade: Aligned with Literacy Lesson 1 Week 1 (Part Two of Two Parts)		
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<p><b>What makes a Community?</b></p> <p>How does your school compare to schools of the past and schools in other parts of the world?</p>		<p>Weekly Correlated Lessons  <a href="#">Schools Around the World</a>  <a href="#">Schools Then and Now</a>            Journeys pp 15-32 <i>A Fine, Fine School</i> and p. 34-35 <i>One-Room Schoolhouses-----Vocabulary Reader—Schools Then and Now</i></p>
<p><b>Social Studies Focus :</b></p> <p>Map Skills            School Past and Present            School Around the World</p>	<p><b>Literacy Focus:</b></p> <p><b>Skill:</b> Story Structure  <b>Strategy:</b> Summarize  <b>Genre:</b> Characteristics of Different Genre (Fiction &amp; Nonfiction)</p>	<p><a href="#">Life in a One Room School House Arkansas</a>—Use to discuss primary and secondary sources. Share by reading to class or put on Smartboard to discuss. Chart in lesson can be used to compare a school day in the past to student's today.</p>
<p><b>Writing:</b></p> <p>Use a compare/contrast graphic organizer to write complete sentences comparing similarities and differences of schools today and in the past. Chart in <a href="#">Life in a One Room School House in Arkansas</a> lesson could be used for reference.</p>	<p><b>Vocabulary :</b></p> <p>Geographic tool    Globe    continents                                     latitude          longitude                 equator   hemisphere   prime meridian                 map title   map key   compass rose                 cardinal directions                   intermediate           directions                 absolute location   relative location</p>	<p><a href="#">Hamid Letter</a>  <a href="#">Go to School for a Day in Namibia!</a>  <a href="#">Building Bridges for Young Learners School</a></p> <p>SS Text pgs. 10-13            SS Text pgs. 26-29 Communities Near and Far            SS Text pgs. 30-31 Map Skills " Find Directions and Distances"            SS Text pgs. 88-89 Map Skills " Latitude and Longitude"</p>
<b>ASSESSMENT:</b>		
<p>The class will illustrate and write about a typical day at school to share with Hamid but instead of writing the traditional letter, they will be creating a storyboard with photos/pictures and descriptions of each.</p> <p>Have the students work with partners to draw individual pictures for each activity, or take digital photos of each part of their day at school. These pictures/photos should begin with them arriving at school and end with dismissal at the end of the day. Some examples of activities are: morning announcements, what subjects are taught daily and when, lunch (what is a typical lunch at your school), recess, etc.</p> <p>By putting all the pictures/photos in order with their description assemble a "Day in the Life of Our Classroom or School" with your class.</p>		<p>Choose a school you read about and find out where it is on the world map. Use the following terminology to describe where it is in the world in relationship to Arkansas: latitude/longitude; cardinal and intermediate directions; absolute and relative location; hemisphere; continent; country.</p> <p><b>Additional Lessons/Resources</b></p> <p>Smart Exchange: "How to Read Maps"  <a href="http://www.LRSD.org">www.LRSD.org</a> "History" Read about the history of your school.            (When you go to the web page click on visitor. Then click on history to find the history of your school.)</p>

**STANDARDS****SLEs:**

G.1.3.1: Define *absolute location*

G.1.3.4: Identify on which continent and in which *hemispheres* the United States is located

G.1.3.5: Identify the following using a globe or a map: *Equator, Prime Meridian, North Pole, South Pole*

G.1.3.6: Divide the earth into the four *hemispheres* using a map or globe: northern, southern, eastern, western

G.1.3.7: Identify the seven continents

G.1.3.11: Explain the purpose of a *physical map*

G.1.3.12: Utilize the map *legend/key* to interpret *physical maps*

G.1.3.13: Locate *places* on contemporary maps using *cardinal* and *intermediate directions, map scales, legends, and titles*

G.1.3.14: Label physical features on maps and globes: rivers, lakes, oceans, mountains, islands, desert, coast, *peninsula, plain, plateau, legend/key*

G.3.3.1: Discuss different types of transportation and communication links between communities

G.3.3.2: Describe human settlements (e.g., cities, towns, communities, villages)

**Common Core:****Reading Standards for Informational Text**

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Speaking and Listening Standards**

**CC3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**CC3SL1b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CC3SL4c.** Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

**CC3SL6** Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

**Writing Standards**

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

3<sup>rd</sup> grade: Aligned with Literacy Lesson 2

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
What makes a community? How do citizens contribute to their community?		Weekly Correlated Lessons: <a href="#">Responsibilities of a Good Citizen</a> Journeys---pp 46-64 The Trial of Cardigan Jones by Tim Egan; pp66-67 Readers Theater—Jury Duty  Harcourt SS Text pgs. 272-275 – “Local Governments” Duties of a Citizen----WB pg. 67  <a href="#">Citizen Me Lesson</a> <a href="#">Citizen Me PowerPoint</a> <a href="http://www.icivics.org/teachers/lesson-plans/citizen-me">www.icivics.org/teachers/lesson-plans/citizen-me</a>  <a href="#">Just a Spoonful of Rights Makes the Responsibility Go Round Lesson</a> <a href="http://www.learningtogive.org/lessons/unit44/lesson3">www.learningtogive.org/lessons/unit44/lesson3</a>  Additional Lessons/Resources “An Interdisciplinary Approach to Understanding the Legal Process” – <a href="#">The Mock Trial of Dr. Desoto</a> <a href="http://www.nycourts.gov/admin/publicaffairs/pdfs/TTE-TrialDrD.pdf">http://www.nycourts.gov/admin/publicaffairs/pdfs/TTE-TrialDrD.pdf</a>  Optional – <a href="#">Tops and Bottoms</a> – by Janet Stevens <a href="#">The True Story of the Three Little Pigs</a> – Jon Scieszka, Jon Smith <a href="#">Goldilocks and the Three Bears</a> – James Marshall
Social Studies Focus :	Literacy Focus:	
Citizenship Community Service Rights and Responsibilities	Skill: Conclusions Strategy: Infer/Predict Genre: Fantasy, Reader's Theater Writing: Narrative Personal	
Writing:	Vocabulary :	
Until the end of the story in Journeys, most of the characters are sure that Cardigan is guilty of taking the pie. Do you agree with them? What lesson can you learn from the story? Write about it.  Write about a time that someone accused you of something that you were not guilty of doing?	responsibility consequence common good volunteer court public works mayor council rights trial jury	

ASSESSMENT:	
<p><b>Assessment:</b></p> <p>Each learner will contribute to making a class book of our rights and responsibilities in our classroom community. Brainstorm our rights in the classroom. Use appropriate materials in the classroom, use bathroom, drink water, have a voice, use the computer, read books, etc. The learners will identify three rights and corresponding responsibilities. They will select two of the three that the learner identified and illustrate their selections.</p> <p>If the class can come up with enough rights for everyone to have their own, that would be ideal. However, the learners could pair up and have one do the right and the other do the responsibility.</p>	
STANDARDS	
<p><b>SLEs:</b></p> <p>C.4.3.1: Discuss why government is necessary at the local level</p> <p>C.4.3.2: Describe responsibilities and <i>services</i> of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)</p> <p>C.4.3.3: Identify the three levels of government: local, state, federal</p> <p>C.4.3.4: Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)</p> <p>C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)</p> <p><b>Common Core:</b></p> <p><b>Reading Standards for Literature</b></p> <p><b>CC3RL1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>CC3RL2</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>CC3RL3</b> Describe characters in a story (e.g., traits, motivations, or feelings) &amp; explain how their actions contribute to the sequence of events.</p> <p><b>CC3RL6</b> Distinguish their own point of view from that of the narrator or those of the characters</p> <p><b>Reading Standards for Informational Text</b></p> <p><b>CC3RI1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p><b>CC3RI2</b> Determine the main idea of a text; recount the key details &amp; explain how they support the main idea.</p> <p><b>CC3RI7</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p>	

**Speaking and Listening Standards**

**CC3SL1c** Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

**CC3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

**CC3SL4a.** Read on-level text with purpose and understanding.

**CC3SL4c.** Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

**CC3SL6** Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

**Writing Standards**

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types)

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

3<sup>rd</sup> grade: Aligned with Literacy Lesson 3

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
What makes a community? How can citizens contribute to the improvement of a community through service projects?		Weekly Correlated Lessons: <a href="#">9/11 Service Learning</a> Journeys—Destiny's Gift pp 79-100 (Discuss everyday heroes in the book); Kids Making a Differences pp 103-105  Harcourt SS Text pgs. 254-257 Everyday Heroes---WB pg. 68 Identify everyday heroes in your community.
Social Studies Focus :	Literacy Focus:	
Community Workers Citizenship Service Projects	Skill: Understanding Characters Strategy: Analyze/Evaluate Genre: Realistic Fiction Informational Writing: Narrative Personal	
Writing:	Vocabulary :	
Kids help out in <i>Destiny's Gift</i> and <i>Kids Making a Difference</i> . Write about a time you helped your community. This could include your school community.	responsibility    consequence common good    volunteer    citizen	
ASSESSMENT:		
Community Project –Think of ways your class could improve the neighborhood. Make a poster to show your idea. Write a Letter- to Firemen, Policemen, and Paramedics		
STANDARDS		
SLEs: C4..3.2 Describe responsibilities and services of local government (e.g., law enforcement, fire protection) C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)		
Common Core:		
Reading Standards for Literature		
CC3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. CC3RL3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of event		



**CC3RL6** Distinguish their own point of view from that of the narrator or those of the characters

**Reading Standards for Informational Text**

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

**CC3SL4a.** Read on-level text with purpose and understanding.

**Writing Standards**

**CC3W1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**CC3W1b** Provide reasons that support the opinion.

**CC3W2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

**CC3W2b** Develop the topic with facts, definitions, & details.

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types.)

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

### 3<sup>rd</sup> grade: Aligned with Literacy Lesson 4

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
What is a community?		Weekly Correlated Lessons: <a href="#">Constitution Day: The Office of the President According to the Constitution</a>  <a href="#">Constitution</a> Journeys pp 115-136 Pop’s Bridge (Role of Government and Jobs)  Examine the roles of the local, state, and national government and complete Unit 4 Performance Assessment TE 233 N and 233 O. Harcourt pp. 270-271 Constitution Day Harcourt pp 272-277 Local Government Harcourt pp 280-285 State and National Government Harcourt pp 304-05 Explore Your Community’s Government Harcourt pp. 32-37 Discover Your Community HW pg. 6
Social Studies Focus :	Literacy Focus:	
Constitution Day Local/State/National Government- Roles, Features and Services Role of the President	Skill: Compare & Contrast Strategy: Infer & Predict Genre: Historical Fiction, Informational Text Writing: Editing, Revising, Publishing	
Writing:	Vocabulary :	
Identify two ways in which local, state and national government are alike and two ways in which they are different.	Heritage historic site historical society Ancestor decade century National symbols	
ASSESSMENT:		
Collage- Presidential Candidate/ Characteristics (Office of President Lesson) Government Handbook TE 233 N and 233 O Unit 4 Performance Assessment		

### STANDARDS

**SLEs:**  
*C.4.3.1 Discuss why government is necessary at the local level.*  
*C.4.3.2 Describe responsibilities and services of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)*  
*C.4.3.3 Identify the three levels of government:*

- Local
- State
- federal

*C.4.3.4: Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)*  
*C.5.3.1: Examine the significance of national symbols and the role they play in fostering effective citizenship (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)*

### **Common Core: Reading Standards for Literature**

**CC3RL1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

*CC3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.*

*CC3RL6 Distinguish their own point of view from that of the narrator or those of the characters*

#### **Reading Standards for Informational Text**

*CC3RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers*

*CC3RI2 Determine the main idea of a text; recount the key details & explain how they support the main idea.*

*CC3RI3 Describe the relationship between historical events*

*CC3RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).*

*CC3RI10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently*

#### **Speaking and Listening Standards**

*CC3SL1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.*

*CC3SL1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*

*CC3SL1c Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.*

*CC3SL2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally*

*CC3SL4a. Read on-level text with purpose and understanding*

*CC3SL6 Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.*

#### **Writing Standards**

*CC3W2b Develop the topic with facts, definitions, & details.*

*CC3W2c Use linking words & phrases (e.g., also, another, and, more, but) to connect ideas within categories of information*

*CC.3.W.3.d. Provide a sense of closure.*

*CC.3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.*

*CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).*

### 3<sup>rd</sup> grade: Aligned with Literacy Lesson 5

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
What is a Community? How do individuals contribute to the common good of a community?		Weekly Correlated Lessons: <a href="#">People Bring Changes</a>
<b>Social Studies Focus :</b>	<b>Literacy Focus:</b>	Journeys pp. 150-172 Roberto Clemente by Jonah Winter Harcourt Social Studies—Essential Question: What makes a hero? Journeys Lesson 5 Biography—Read other biographies and discuss hero characteristics.  Research – People who bring changes to Arkansas Historic Arkansas Museum – <a href="http://www.historickansas.org">www.historickansas.org</a>  Old State House – <a href="http://www.oldstatehouse.com">www.oldstatehouse.com</a>  Harcourt SS Text pgs. 254-257 Everyday Heroes---WB pg. 68 Harcourt SS Text pp. 162-167
People Who Bring About Change	<b>Skill:</b> Cause and Effect <b>Strategy:</b> Visualize <b>Genre:</b> Biography, Poetry <b>Writing:</b> Topic Sentences	
<b>Writing:</b>	<b>Vocabulary :</b>	
Write about a hero in your family or community? Tell what makes them a hero and give examples.	hero common good contribute citizen heritage historical society ancestor historic site	
<b>ASSESSMENT:</b>		
<b>Journal Entry:</b> Write a few sentences about an Arkansan who has contributed to society. Read about other heroes and complete a Cause and Effect T-Chart on events in their life.		

### STANDARDS

**SLEs:**  
 H.6.3.2: Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, civil rights movement)  
 H.6.3.6: Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez)  
 H.6.3.7: Analyze a *timeline* that illustrates selected historical events

**Common Core:**

**Reading Standards for Literature**  
**CC3RL1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
**CC3RL2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.  
**CC3RL3** Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.  
**CC3RL4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**CC3RL5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

#### **Reading Standards for Informational Text**

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**CC3RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

#### **Speaking and Listening Standards**

**CC3SL2** Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

**CC3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

**CC3SL4a.** Read on-level text with purpose and understanding.

#### **Writing Standards**

**CC3W2b** Develop the topic with facts, definitions, & details.

**CC3W2c** Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information

**CC3W2d** Provide a concluding statement or section.

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

### 3<sup>rd</sup> grade: Aligned with Literacy Lesson 6

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
How do communities change over time? How do communities differ? (urban, rural and suburban)		Weekly Correlated Lessons: <a href="#">Rural, Urban, and Suburban Communities</a>  SS pp 42 -65 – “Urban Communities”, “Suburban Communities” (pg. 52), “Rural Communities” (pg.56)  The Little House by Virginia Lee Burton (Sequence the events in the story) Draw pictures to show changes throughout the book to the Little House.  <a href="#">Which Community?</a>
Social Studies Focus :	Literacy Focus:	
Rural, Urban and Suburban Communities	Skill: Sequence of Events Strategy: Question Genre: Humorous Fiction, Poetry Writing: Informative Descriptive	
Writing: Students write a poem describing their community	Vocabulary : Rural Urban Suburban Population	
ASSESSMENT:		
Cinquain and Diamantes- Your Community		
STANDARDS		
<p>SLEs: G.2.3.3: Identify reasons people live in <i>rural</i>, <i>urban</i>, and <i>suburban</i> areas</p> <p><b>Common Core:</b></p> <p><b>Reading Standards for Literature</b></p> <p>CC3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CC3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>CC3RL3 Describe characters in a story (e.g., traits, motivations, or feelings) &amp; explain how their actions contribute to the sequence of events.</p> <p>CC3RL4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>CC3RL5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>		

**CC3RL6** Distinguish their own point of view from that of the narrator or those of the characters

**Reading Standards for Informational Text**

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**CC3RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

**CC3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**CC3SL1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CC3SL1b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CC3SL1c** Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

**CC3SL1d** Read grade-appropriate irregularly spelled words.

**CC3SL2** Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

**CC3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

**CC3SL4a.** Read on-level text with purpose and understanding.

**CC3SL4c.** Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

**CC3SL6** Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

**Writing Standard**

**CC3W1c** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

**CC3W2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

**CC3W2b** Develop the topic with facts, definitions, & details.

**CC3W2c** Use linking words & phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of inform

**CC.3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**CC.3.W.3.d.** Provide a sense of closure.

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CC.3.W.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)



### 3<sup>rd</sup> grade: Aligned with Literacy Lesson 7

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Questions - How do communities meet their basic needs? How do communities differ? (urban, rural, suburban)		Weekly Correlated Lessons: <a href="#">Rural, Urban, and Suburban Communities</a> (Continued from previous week)  Harcourt SS pp. 64-65 “Explore your Community” – creating a community collage (assessment)  <a href="#">Types of Communities</a>  <a href="#">Communities T-Chart</a>
Social Studies Focus :	Literacy Focus:	
Rural, Urban, and Suburban Communities	Skill: Text & Graphic Features Strategy: Analyze/Evaluate Genre: Informational Text Writing: Informational--Descriptive	
Writing:	Vocabulary :	
Write a description of either a rural, urban, or suburban community. Use Characteristics of Communities for information.	Rural Urban Suburban Collage	
ASSESSMENT:		
Collage- Students will create a collage of their community TB pg. 64-65 <a href="#">Which Community is the Best and Why?</a> <a href="#">Characteristics of Communities</a>		
STANDARDS		
SLEs: G.1.3.12: Utilize the map <i>legend/key</i> to interpret <i>physical maps</i> G.1.3.14: Label physical features on maps and globes: rivers, lakes, oceans, mountains, islands, desert, coast, <i>peninsula</i> , plain, <i>plateau</i> G.2.3.3: Identify reasons people live in <i>rural</i> , <i>urban</i> , and <i>suburban</i> areas G.2.3.4: Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas G.3.3.1: Discuss different types of transportation and communication links between communities G.3.3.2: Describe human settlements (e.g., cities, towns, communities, villages)		
Common Core:		
Reading Standards for Literature CC3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC3RL3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.  CC3RL4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		

**CC3RL5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CC3RL6** Distinguish their own point of view from that of the narrator or those of the characters

#### **Reading Standards for Informational Text**

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**CC3RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

#### **Speaking and Listening Standards**

**CC3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**CC3SL1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CC3SL1b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CC3SL1c** Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

**CC3SL1d** Read grade-appropriate irregularly spelled words.

**CC3SL2** Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

**CC3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

**CC3SL4a.** Read on-level text with purpose and understanding.

**CC3SL4c.** Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

**CC3SL6** Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

**Writing Standards**

**CC3W1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**CC3W1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**CC3W1b** Provide reasons that support the opinion.

**CC3W1c** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

**CC3W2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

**CC3W2b** Develop the topic with facts, definitions, & details.

**CC3W2c** Use linking words & phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information

**CC3W2d** Provide a concluding statement or section

**CC.3.W.3.d.** Provide a sense of closure.

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CC.3.W.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

3<sup>rd</sup> grade: Aligned with Literacy Lesson 8

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>How has our community changed?</b> <b>How do maps reflect the history of a community?</b>		<b>Weekly Correlated Lessons:</b> <a href="#">How Do Communities Change from Rural to Urban</a> Journeys—Harvest Birds—CLLG p. 54—Minilesson Drawing Conclusions  SS Text pp – 156-159 “Communities Through Time” SS Text pp – 160-161 “Read a Time Line”  Compare Little Rock Then and Now: <a href="#">Powerpoint Little Rock Historical Maps</a> <a href="#">Powerpoint Little Rock Photographs---</a> pp. 220-221 Compare Historical Maps
<b>Social Studies Focus :</b>	<b>Literacy Focus:</b>	
Changes in Little Rock over time	<b>Skill:</b> Conclusions <b>Strategy:</b> Infer/Predict <b>Writing:</b> Topic Sentence	
<b>Writing:</b>	<b>Vocabulary :</b>	
Given what you know about Juan, do you think he would like working and living in our community? Give clues to support your answer.	Timeline      Primary Sources Decade        Secondary Sources Century        Historical Maps	
<b>ASSESSMENT:</b>		<b>Historic Arkansas</b> ( <a href="http://www.historicarkansas.com">www.historicarkansas.com</a> ) – Loan Boxes for the classroom provide hands on items that give students clues to Little Rock history. Contact the museum to reserve.  <b>A Brief History of Little Rock –</b> <a href="http://www.littlerock.com/famous/history">www.littlerock.com/famous/history</a>  <b>The Encyclopedia of Arkansas History &amp; Culture</b> – Little Rock online history of population timelines and historic events that transformed Little Rock ( <a href="http://www.encyclopediaofarkansas.net">www.encyclopediaofarkansas.net</a> ).
<b>Have students write a paragraph telling how their own community has changed in the past and how it might need to change in the future.</b>		
<b>Examine photographs and provide evidence of how our community has changed.</b>		
STANDARDS		
<b>SLEs:</b>  G.2.3.4: Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas G.3.3.1: Discuss different types of transportation and communication links between communities G.3.3.2: Describe human settlements(e.g. cities, towns, communities, villages) G.3.3.3: Describe how people affect and alter their environment E.8.3.3: Recognize the product associated with the <i>natural resources</i> from which it is created Common Core:		

**Reading Standards for Literature**

**CC3RL1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CC3RL2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**CC3RL3** Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.

**CC3RL4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**CC3RL5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CC3RL6** Distinguish their own point of view from that of the narrator or those of the characters

**Reading Standards for Informational Text**

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**CC3RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

**CC3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**CC3SL1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CC3SL1b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CC3SL1c** Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

**CC3SL1d** Read grade-appropriate irregularly spelled words.

**CC3SL2** Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

**CC3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

**CC3SL4a.** Read on-level text with purpose and understanding.

**CC3SL4c.** Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

**CC3SL6** Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

### Writing Standards

**CC3W1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**CC3W1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**CC3W1b** Provide reasons that support the opinion.

**CC3W1c** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

**CC3W2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

**CC3W2b** Develop the topic with facts, definitions, & details.

**CC3W2c** Use linking words & phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information

**CC3W2d** Provide a concluding statement or section.

**CC.3.W.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

**CC.3.W.3.b.** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

**CC.3.W.3.d.** Provide a sense of closure.

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CC.3.W.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

### 3<sup>rd</sup> grade: Aligned with Literacy Lesson 9

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Question -How has technology changed our community?		Weekly Correlated Lessons: <a href="#">Inventions</a> SS Text pp – 170-175 – “Inventions in Communities”  CCLG p.56—Cause and Effect Journeys—Kamishibai Man Research – Choose a piece of technology. Why was it developed? Who developed it? What was the need?
Social Studies Focus :	Literacy Focus:	
The impact of technology on our communities	Skill: Cause & Effect Strategy: Monitor & Clarify Genre: Realistic Fiction, Informational Text Writing: Informative Opinion	
Writing:	Vocabulary :	
One of the most important inventions ever is.....Provide support for your chose.	Technology Invention	
ASSESSMENT:		
Research – How does technology change communities? (Focus: Why was it needed?)		
STANDARDS		
SLEs: G.3.3.1: Discuss different types of transportation and communication links between communities H.6.3.8: Compare <i>artifacts</i> from events in various periods of history H.6.3.9: Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones) H.6.3.10: Examine land development and its impact on a community		
Common Core:		
Reading Standards for Literature		
CC3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
CC3RL2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.		
CC3RL3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.		
CC3RL4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		

**CC3RL5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CC3RL6** Distinguish their own point of view from that of the narrator or those of the characters

### **Reading Standards for Informational Text**

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**CC3RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

### **Speaking and Listening Standards**

**CC3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**CC3SL1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CC3SL1b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CC3SL1c** Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

**CC3SL1d** Read grade-appropriate irregularly spelled words.

**CC3SL2** Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

**CC3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

**CC3SL4a.** Read on-level text with purpose and understanding.

**CC3SL4c.** Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

**CC3SL6** Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.



**Writing Standards**

**CC3W1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**CC3W1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**CC3W1b** Provide reasons that support the opinion.

**CC3W1c** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

**CC3W2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

**CC3W2b** Develop the topic with facts, definitions, & details.

**CC3W2c** Use linking words & phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information

**CC3W2d** Provide a concluding statement or section

**CC.3.W.3.d.** Provide a sense of closure.

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CC.3.W.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### 3<sup>rd</sup> grade: Aligned with Literacy Lesson 10

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
Essential Question - <b>How has technology changed our community?</b>		Lessons: <a href="#">Explorers</a>  SS pp 170-175 – Inventions in communities SS AR pp 14-17 – “Early Arkansas” SS pp 196-198- “Building Communities”  Early Explorers- (start timeline – through lesson 11- finish at 12)  Additional Resources: <b>Web Quest-</b> <a href="http://questgarden.com/34/13/7/061005130239/index.htm">http://questgarden.com/34/13/7/061005130239/index.htm</a>  Webquest—Develop a project from work done on other webquest. <a href="http://questgarden.com/34/13/7/061029062107/">http://questgarden.com/34/13/7/061029062107/</a>
Social Studies Focus :	Literacy Focus:	
Technology Explorers	Skill: Main Ideas & Details Strategy: Summarize Genre: Biography, Informational Text Writing: Informative/Opinion	
Writing:	Vocabulary :	
Informational - complete paragraph with topic sentences and concluding paragraph	<b>Inventions</b> <b>Technology</b>	
<b>ASSESSMENT:</b> Research – How does technology change communities? (Evaluate the importance of one of Thomas Edison's inventions) Web Quest- <a href="http://questgarden.com/34/13/7/061005130239/index.htm">http://questgarden.com/34/13/7/061005130239/index.htm</a>		<b>Explorer</b> <b>Religion</b> <b>Claim</b>
<b>STANDARDS</b>		
SLEs: G..1.3.3: Discuss the characteristics that define a region G.1.3.7: Identify 7 continents G.1.3.11: Explain the purpose of a physical map H.6.3.6: Recognize individuals who contributed to the common good of society(e.g., Rosa Parks, Susan B. Anthony, César Chávez) H.6.3.7: Analyze a <i>timeline</i> that illustrates selected historical events		

H.6.3.8: Compare *artifacts* from events in various periods of history

H.6.3.9: Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)

H.6.3.16: Identify explorers

- Hernando DeSoto
- LaSalle/ DeTonti
- Marquette/ Joliet

E.9.3.9: Define import and export

**Common Core:**

**CC3RL1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CC3RL2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

**CC3RL3** Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.

**CC3RL4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**CC3RL5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

**CC3RL6** Distinguish their own point of view from that of the narrator or those of the characters

**Reading Standards for Informational Text**

**CC3RI1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CC3RI2** Determine the main idea of a text; recount the key details & explain how they support the main idea.

**CC3RI5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**CC3RI7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**CC3RI10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

**CC3SL1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

**CC3SL1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**CC3SL1b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**CC3SL1c** Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

**CC3SL1d** Read grade-appropriate irregularly spelled words.

**CC3SL2** Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

**CC3SL4** Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

**CC3SL4a.** Read on-level text with purpose and understanding.

**CC3SL4c.** Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

**CC3SL6** Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

### **Writing Standards**

**CC3W1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**CC3W1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**CC3W1b** Provide reasons that support the opinion.

**CC3W1c** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

**CC3W2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

**CC3W2b** Develop the topic with facts, definitions, & details.

**CC3W2c** Use linking words & phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information

**CC3W2d** Provide a concluding statement or section.

**CC.3.W.3.d.** Provide a sense of closure.

**CC.3.W.4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CC.3.W.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

**CC.3.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.